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ABSTRACT

Although much has been written about school reform in the past decade, insufficient attention has been given to the important relationships among the adults within the school and to a consideration of how their abundant trapped energy, inventiveness, and idealism might be encouraged. This book addresses this deficiency by emphasizing schooling's fundamental purpose--learning for everyone. Chapter 1 discusses the widespread lack of confidence in public education, especially the crisis of self-confidence and the primitive, depleting relationships among school staff. In chapter 2, the relationship between teachers and administrators is closely examined. The third chapter considers collegiality and its importance in promoting learning and improving schools. Chapters 5 and 6 discuss teachers and principals as adult learners, examine sources of resistance to serious engagement in learning, and suggest ways to remove these obstacles by rearranging some persistent elements of school culture. Chapter 7 discusses the author's work with principals' centers, and chapter 8 deals with the extraordinary benefits of writing about practice. Chapter 9 addresses the complicated relationship between universities and schools and offers ideas for a more fruitful collaboration. Chapter 10 considers school leadership, arguing that everyone within a school is capable of leading and becoming an active member in "a community of leaders." The final two chapters discuss the importance of vision in improving schools. An index is included. (38 references) (MLH)

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